

Update on Biennial Reports

August 2012

Introduction

Biennial Reports are collected annually in the fall from three of the seven Accreditation cohorts. Biennial Reports (BR) for 2010-11 year were due in Fall 2011 from the Red, Green, and Indigo cohorts. This coming fall the Yellow, Blue, and Violet cohorts will submit Biennial Reports with data from the 2010-11 and 2011-12 years. This item provides a brief update and introduces a discussion about getting more consistent and focused data in future biennial reports.

Staff Recommendation

This is an information item.

Background

Under the current accreditation system, biennial reports are due in years 1, 3, and 5 of the seven-year cycle. The purpose of the biennial report is for every approved educator preparation program to demonstrate how it utilizes candidate, completer, and program data to guide on-going program improvement activities. In addition, the biennial reports move accreditation away from a “snapshot” approach to accreditation to one in which accreditation is ongoing. The biennial report process allows for the recognition that effective practice means program personnel are engaged constantly in the process of analysis of data and program improvement.

The biennial report includes a section in which the institution can briefly describe its educator preparation programs, summarize the number of students and completers in each program, and provide a brief update on changes made to the programs since the last site visit or biennial report was submitted. In addition to candidate and program data, the report also includes a section in which institutional leadership identify trends that were observed across programs and describe institutional plans for remedying concerns identified by the data. Program-specific improvement efforts need to be aligned to appropriate common or program standards.

Provided below is information on the number of institutions submitting Biennial Reports for each of the years that the system has been in operation.

Year	Cohorts Submitting (Fall Submission)	Total Number of Institutions Submitting Biennial Reports
2007-08	Orange, Green and Violet (2008)	47
2008-09	Red, Yellow and Indigo (2009)	51
2009-10	Orange, Blue, Violet (2010)	102
2010-11	Red, Green, Indigo (2011)	117
2011-12	Yellow, Blue, and Violet (2012)	114

All but a few institutions submitted biennial reports as required. Follow up is taking place with those institutions to get a biennial report submitted.

Trends in Biennial Reports

The most significant change for Biennial Reports in 2010-11 and expected to continue for 2011-12 is the number of local education agencies that report on both General and Special Education Induction. 22.5% of the LEA with Biennial Reports in fall 2011, now sponsors more than one Induction program. (Prior to 2010, most LEA biennial reports presented information on general education induction programs only). At the institutions of higher education level, institutions who submitted BRs in the fall of 2012 indicated that the average number of programs offered by each institution remains constant at just under six per institution. The range of programs, however, was 1 to 14.

While the institutions sponsoring BTSA Induction programs are still submitting Biennial Reports for the first time, colleges and universities are submitting their second and third (for Violet) rounds. BTSA Induction's strong history of program analysis and review, with its state-infrastructure of regional directors, overall resulted in comprehensive reports while the second round of college-level reports overall strengthened collaboration between and among programs. All institutions continue to work on identifying, designing and implementing assessment measures that provide the best possible data.

As the CTC staff attempts to compare report contents from one institution, it becomes apparent that the myriad of program combinations exacerbates this effort. Most common is the reporting of multiple and single subject programs as either one program or two, although such grouping of programs is not limited to preliminary preparation programs. Another complication is the use of various program titles for what are essentially comparable programs (e.g. tier, level, preliminary or clear).

Some institutions have indicated that a statewide graduate survey modeled after the one currently administered by the CSU system would be helpful in gathering program effectiveness data. CTC staff has begun initial exploration into the needs and content of such a survey to determine its feasibility and will be discussing this further with the COA at this meeting.

Staff Support for Biennial Report Preparation in 2011-2012

CTC staff continues to support institutions in their preparation of BR through a variety of ways:

- A dedicated email account for Biennial Report communications is maintained daily. Office staff respond to logistical questions while content questions are forwarded to the appropriate consultant for response.
- A Biennial Reports webpage is part of the CTC website with the latest information regarding logistics, processes, and examples of past BRs.
- CTC staff has presented an annual workshop at the CCAC each October and posts the PowerPoint for basic information.
- CTC staff, with practitioners from the field, presented a workshop for the California Professors of Educational Administration on strengthening biennial reports. A follow-up workshop is being planned for this fall.

Current Issues

The following continue to be issues that the Commission is currently working to address:

- Training and calibration of staff reviewers.
- Refining and identifying the issues that should be highlighted in feedback.
- Workload and timeliness of staff biennial report reviews.
- Adjustment to the template for staff feedback.
- Training and calibration of program assessment reviewers to maximize the data provided in the biennial report for determinations of alignment with the standards.
- Types of assessments chosen by institutions.
- Training and calibration of site visit reviewers to maximize the data provided in the biennial report for determinations of alignment with the standards.
- Identifying good examples to share with programs.
- Technical Assistance to institutions submitting biennial reports.
- Use of the TPA assessor data submitted in the biennial reports.

The following are issues that staff believes should be addressed. The issue of consistency of data gathered and the use of the data in accreditation decisions has been raised by the Commission.

- Consistency in data for like credential areas
- How that data informs decisions and may be useful in follow up
- Implications of greater consistency in data for streamlining efforts
- Possible changes in cycle – number of biennial reports due each cycle.

Next Steps

The Biennial Reports from the 2011-12 year are due in Fall 2012 (August, September and October) for the Yellow, Blue, and Violet cohorts. Staff will provide an update to the COA after the reports are reviewed.

In Spring 2012, the COA adopted an updated Section B template which is being piloted this fall. Staff will bring information to the COA after reviewing the reports.

It is not currently expected that the pause in accreditation activities in the 2012-2013 year will greatly affect the cohorts with BRs due in fall 2013 as institutions are expected to continue gathering data on candidate competence and program effectiveness each year.